DOCUMENT RESUME

ED 229 346 SP 022 171

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TITLE Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
PUB DATE Jul 82
NOTE 30p.; Paper presented at the Annual Conference of the South Pacific Association for Teacher Education (12th, Frankston, Victoria, July 6-9, 1982).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Testing; Elementary School Teachers; *Evaluation Methods; Foreign Countries; Informal Assessment; Primary Education; *Standardized Tests; State Agencies; *Student Evaluation; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Made Tests
IDENTIFIERS *Australia

ABSTRACT

A survey of primary school teachers sought information on how and why they tested students. The study was a response to recent controversy over state-wide and school-based testing which raised questions about the relevance of training courses in educational measurement in teacher education programs. It was found that teachers tended to have a fairly low involvement with standardized tests and relied predominantly on observation and teacher-made tests. There was a marked variation in the way teachers viewed assessment in different subjects. Findings suggested that, when teachers consider frequency of testing in subject areas, they treat math, reading, written expression, and science in a similar way. Other subject areas were approached in a different manner. An exploration of assessment in subject areas to see if there were any differences between grade levels revealed a marked difference in the way certain subjects were assessed as students moved through the grades. There was a decline in the assessment of reading after students left the lower grades. Results suggest that preservice educational measurement courses should include the idea that techniques appropriate in the upper primary grades may not be appropriate in the lower grades. (JD)

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PRIMARY TEACHERS ASSESSMENT PRACTICES: SOME IMPLICATIONS FOR TEACHER TRAINING

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PAPER PRESENTED AT THE TWELFTH ANNUAL CONFERENCE OF THE SOUTH PACIFIC ASSOCIATION FOR TEACHER EDUCATION, FRANKSTON, VICTORIA, 6 - 9 JULY 1982

SP 022 171

TITLE: Primary Teachers' Assessment Practices: Some Implications for Teacher Training

NAME: Denis Fennessy, Phillip Institute of Technology, Alva Grove, Coburg.

ABSTRACT: This report presents aspects of a pilot study into the assessment practices of teachers and their attitudes towards assessment.

The study was a response to the recent controversy over state wide and school based testing in Victoria. Much of that debate focussed on the responsibility of classroom teachers for assessment and reporting. The time seemed ripe for the collection of information from teachers as a check on the relevance of training courses in educational measurement.

Collection of data was by a survey of teachers in Catholic and State primary schools in Melbourne. In the analysis frequencies of responses were compared to results of previous studies where possible. Relationships were explored between reported practices and grade level, curriculum area tested, and teachers formal training in assessment techniques.

Because of the preliminary nature of the study generalizations could only be made in a tentative manner. Nevertheless a number of areas for more detailed study emerged. These concern testing of reading, the use of standardized tests, and teachers training in assessment strategies.

The final section deals with some short comings in the approach used and offers suggestions for further investigation.

PRIMARY TEACHERS' ASSESSMENT PRACTICES: SOME IMPLICATIONS FOR TEACHER TRAINING.

Recent debate on testing in Victoria has made the assessment of students problematic for teachers, administrators, and training institutes. Certain tensions have arisen in relation to issues of accountability and state wide testing and these have implications for the role of the classroom teacher. Not least of these is the relation between the teacher and the outside testing agency.

For the purposes of this paper assessment is seen as a narrower term than evaluation. The term evaluation is seen as broader, and emphasizing the attachment of values or meanings. Assessment is the conscious collection of information about students. This information may be collected in a variety of ways ranging from formal examinations to observations made during the normal teaching day. Assessment occurs when a teacher attempts to gain information on students; particularly in relation to their knowledge, cognitive abilities, attitudes and psychomotor skills.

In Victoria there are certain arrangements which impinge on teachers' assessment practices. During the last twenty to thirty years, at least, teachers have had access to ideas on measurement and evaluation techniques through basic training courses and in-service programs. Within schools there has been a pattern of testing carried out mainly for mid year and end of the year records. Many schools have systems of cumulative records where results are passed from one teacher to the next year's teacher. Principals and less frequently, District Inspectors test within schools. A recent development at the school level has been the introduction of Special Assistant Resource Teachers (SARTS) who carry out diagnostic testing of students referred by the classroom teacher. An independent testing agency outside the Education Department is the Australian Council for Educational Research (ACER). It provides

tests and testing services on a fee basis when schools seek them. In Victoria there are legal restrictions on access to psychological tests such as I.Q. and projective type tests. These are restricted to people registered under the Psychological Practices Act.

As an adjunct to these practices, teachers colleges, universities and the Victorian Education Department, have for many years conducted courses in Educational Measurement and Evaluation. A common theme in these courses is the idea that teachers need to collect objective data as the basis for effective evaluation and decision making.

In 1978 the Minister of Education proposed that a centralized group should test all children in the State Education system in literacy and numeracy at Years Three, Six and Nine. Teachers and their unions were upset with the program and the lack of consultation in its planning. A campaign was conducted to stop the operation of the Essential Skills Assessment Program (ESAP). Teachers' arguments against it were based, in the main, on the low curriculum validity of the proposed tests. In addition teachers were worried that data held by a central body could be used inappropriately by administrators and politicians. Third there was the belief that external testing of this nature would bias teaching towards what was tested and away from those aspects of the curriculum not tested (Victorian, 1979). In this respect teachers shared the more recently expressed views of Poppham (1981). Teacher resistance to mandated testing by an external agency was supported by parent organizations (Reeve, 1981). In the end the ESAP program did not go ahead as planned. The only national testing program of direct relevance to Victorian primary schools is one conducted by ACER. This is done on a sample basis and presents data for the State rather than the school or individual teacher. Although this program has not yet been fully accepted by teachers it has not generated the same heat as ESAP. The professional arguments and industrial

campaigns have strengthened the traditional position of Victorian primary teachers in assessing students

In these campaigns there is some affirmation that assessment is part of the professional relationship between teacher and student (Champion, 1980). While such a proposition is beyond argument, it is still appropriate to suggest that students receive from such a relationship fair and just evaluations. A number of commentators have identified problems which require the attention of teachers and those involved in their training. These are not alone questions of whether to test, but can arise in situations where testing is already carried out.

Ebel (1981) argues there are dangers in teachers failing to test in schools. He extends his argument beyond the effects in the classroom and identifies dire, social consequences if testing is not carried out on a wider scale. In support of his case he identifies unfair discrimination against certain types of children from, for example, minority groups.

Rosenthal and Jackson (1968) discussed the impact of teachers' expectations on the performance of children. In their study at Oak School they found teachers' evaluations were influenced by their perceptions of student characteristics such as race or potential to improve. Although there have been a number of studies which question the power of a teacher's expectations to shape student's later performance they generally agree that failure to rely on objective data can have negative consequences for some students. Cooper (1979) while finding some weaknesses in the concept of the teacher as *Pygmalion in the Classroom*, found enough evidence in the literature to suggest that teachers' expectations often serve to keep a child at a particular level. He indicated that "Even the maintenance of below average performance through teacher - expectation effects ought to be the focus of social concern" (Cooper, 1979, p393).

Problems are not necessarily eliminated when teachers use standardized tests. Goslin (1967) found that teachers he surveyed were not using information provided by standardized tests carried out with their students. Salmon-Cox (1981) suggests that teachers selectively edit test information in order to supplement or confirm evaluations they arrive at early in the school year. They tend to discount test scores which rate a child lower than the teacher's rating. Where the test score gives a higher rating it is accepted as a "red flag" that the teacher has missed something and they become more willing to upgrade their evaluation.

When it comes to grade level taught there appear to be differences in the way teachers view assessment. Goslin (1967) points out a difference between secondary and primary teachers and stresses how they use test results for different purposes. He sees test results used by secondary teachers as feedback to students. The intention is for students to use the data in planning further courses or career prospects. Primary teachers tend to use test data for identifying individual differences and individualizing the curriculum.

Salmon-Cox (1981) operating out of the Pittsburg University looked at what teachers do with tests. She found that the goals and perceptions of primary teachers were dominated by social and emotional considerations. Standardized tests were perceived as dealing with cognitive issues and not the broadly based attributes or behaviour, which seemed to interest primary teachers. For this reason, data given by standardized tests did not appear to meet the needs of teachers she studied. These views support impressions held prior to the present study, that primary teachers may have special needs which should be recognized in training courses. Research studies which deal with assessment tend to concentrate on the secondary teacher. This study focuses on the primary teacher as an attempt to redress the imbalance.

METHODS USED IN THE STUDY

This study was preliminary in nature and was an exercise to map as many problem areas as possible without the intention of trying for solutions in each one. There was a need to look at how teachers tested and when they tested. Questions of why they tested and what they did with the results have been left for discussion at some future time.

The main approach to collecting data was to be through a questionnaire. This would enable a range of issues to be presented to a wide group of teachers, whereas other techniques which tend to focus attention could be reserved for later investigation. In terms of cost and available time, there were few other options available. An additional consideration was the possibility of comparing data collected in this study with results collected elsewhere by survey. One example for comparison was the large survey of teachers across school districts carried out by Goslin (1967). Previous experience with surveys suggested some defence against the researcher's preconceptions should be sought. The approach taken was to begin with individual interviews of fifteen teachers in separate schools. These open ended discussions were taped, transcribed and used to identify broad areas of teachers' concern.

These areas were the use of test information, concern over others' expectations, the role of senior school staff and different approaches in various subject areas. From these concerns were developed a number of statements with which teachers could express agreement or disagreement in a similar method required of the common Likert Scale items. A preliminary draft was trialled. The usual procedure of having people comment on the construction and relevance of items was followed and a final questionnaire was developed. The questionnaire (Appendix A) began with a section asking for personal details from each teacher. This was followed by a section which asked about their academic backgrounds and whether they had been trained in measurement techniques. Further sections asked teachers to report on the range of test types used,

how frequently they tested in each subject area and what use they made of test results. Two other sections, not dealt with in this paper, sought some indication of the sources of influence on teachers' testing practices and the extent to which certain factors acted as restrictions.

Two hundred questionnaires were issued to schools in the northern metropolitan regions of Melbourne. Teachers surveyed were in thirty training schools associated with the Phillip Institute of Technology. In those schools senior staff were asked to issue questionnaires to a representative range of teachers in the school. After a follow-up 129 usable questionnaires were returned giving a response rate of 64.5%.

ANALYSIS

The responses for each question were coded and frequency distributions worked out. Means were calculated for each set of responses. A number of Chi square tests were carried out to see if there were any significant differences in responses which related to teachers' measurement qualifications or grade level taught. There was some relaxation of hard assumptions about the type of data collected when at one point the scales used for scoring responses were treated as higher level than ordinal data. A factor analysis was carried out using a varimax rotation program within the Statistical Package for the Social Sciences (Nie and others 1975). Some defence for altering assumptions about the order of the data collected was derived from the discussion by Gardner (1974). In addition the use of a factor analysis procedure had some merit in helping to identify ambiguous and unrelated items of data. Such was the case in one or two places and these areas would be rectified in future studies.

RESULTS

In this section of the report, three areas are dealt with. First there is a report on teachers' characteristics.

Second, the pattern of responses on the range of tests is presented. The third section looks at the frequency of testing in different subjects. In each of these areas, frequencies are shown. Some Chi square results indicated and a factor analysis reported.

There were 108 teachers from state schools, 17 from Catholic and 4 from registered or private schools. Their ages reflected the distribution within the profession with 70% of those surveyed being 29 or younger.

Grade levels taught by respondents were evenly spread from Prep. to Year 6. It is worth noting, at this point, that while the study focussed on the practices of primary teachers, definition of a primary teacher is not a simple task in the 1980s. This point is reinforced when one notes the large number of teachers surveyed who do not teach a particular grade but operate with children on some other basis. The stereotype of the primary teacher as a person in a room with approximately 30 children needs some qualification. At least in larger schools, specialists in areas such as Art, teach children and test them in ways which may offer a different perspective on the child and on assessment strategies. Specialist teachers who responded were excluded from the remainder of the study. This involved ten from state schools, two from Catholic schools and one from a private school. This left the responses of 116 classroom teachers for analysis. When a larger sample of teachers is planned, specialist teachers will need to be included in a way that reflects their distribution in schools. Alternatively, small studies of teacher assessment practices could be carried out in each specialist area.

Teachers' training in educational measurement courses was considered worth investigating for its possible connection with assessment practices. This had been one of the characteristics or variables examined by Salmon-Cox (1981) and Goslin (1967).

Of the teachers in the "normal" classroom who were retained in the analysis, 38% had undertaken a course in educational measurement. Later in this paper the responses of those who had done such courses are compared with the responses of those without any formal training in measurement techniques.

RANGE OF ASSESSMENT PROCEDURES

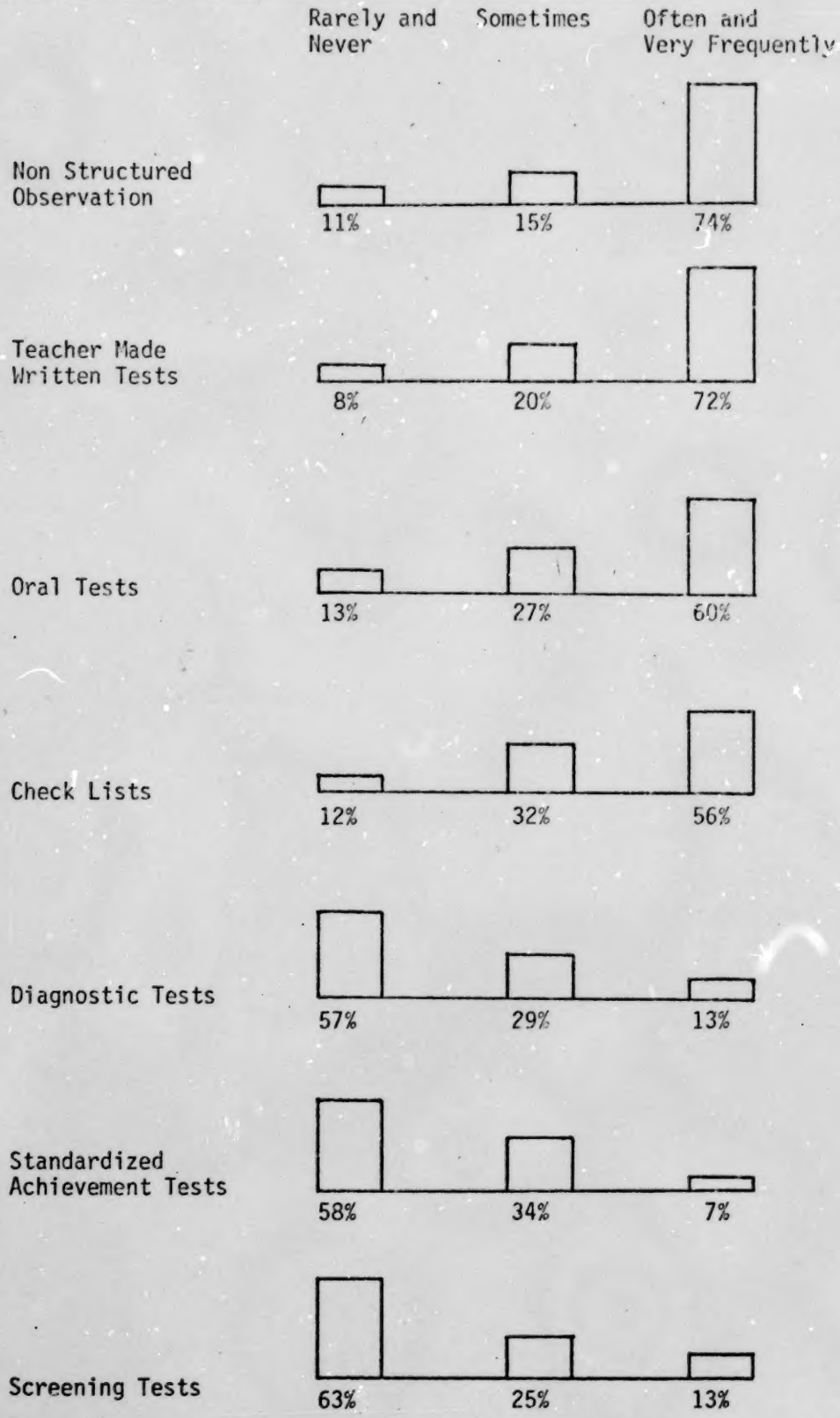
The questionnaire presented a range of assessment procedures and asked teachers to indicate how frequently they used each type. The possible responses offered in question 15 ranged from Never to Very Frequently. In retrospect the range of assessment strategies presented could have been broadened. The pattern of responses for the 116 teachers is reported in Table 1.

Table 1: Reported Frequency in Using Types of Assessment Procedures

TYPE OF ASSESSMENT PROCEDURE	RESPONSES (%) Never	Rarely	Sometimes	Often	Very Frequently
Non Structured Observation	4	7	15	32	42
Teacher Made Written Tests	3	5	20	46	27
Oral Tests	2	11	27	36	24
Check Lists	4	8	22	43	13
Diagnostic Tests	19	38	29	7	6
Standardized Achievement Tests	32	26	34	4	3
Screening Tests	32	31	25	8	5

The response patterns fall into two clear groups. Screening Tests, Diagnostic Tests and Standardized Achievement Tests tend to be Never or Rarely used by the group analysed. On the other hand, teachers seem to use Check Lists, Non-Structured Observation, Teacher Made Written Tests and Oral Tests Often or Very Frequently. This picture emerges more sharply when Never and Rarely are pooled and Very Frequently is pooled with Often. The patterns after doing this are presented in Figure 1.

Figure 1: Frequency of Use of Assessment Procedures



The overall impression gained from these tables suggests these teachers are not frequent users of standardized test procedures. It appears that somewhere between 20 to 30 per cent of these teachers never use standardized tests. This pattern is in marked contrast with the usage of standardized tests in the U.S. There Goslin (1967) found 76% of elementary teachers used standardized tests frequently or most of the time and only 2% of teachers never used them.

At the beginning of the study there was an expectation that teachers who had been trained in measurement courses would tend to use each each test type frequently. There was an assumption they had been introduced to a wide range of test techniques in their courses. A number of Chi Square tests were carried out to investigate whether any significant relationship existed between training in measurement and how frequently particular test types were used.

Where the tests were carried out there was no significant difference between the way measurement trained teachers and those who had not done a course responded to frequency of test type used. Two major reasons for this situation are likely. The first relates to the fact that both good and poor teachers know what the socially and educationally acceptable answers happen to be. In other words, non-trained people could indicate they are using test types more frequently than really happens. Second, training in measurement courses may emphasise the recall of information at the expense of high level cognitive skills and the development of positive attitudes. If courses do not impact on the higher levels of the affective domain as described by Krathwohl (1964) teachers may not apply what they have learnt. This idea is consistent with the conclusions of Madaus (1981), Goslin (1981) and Salmon-Cox (1981) that effective testing is associated with teachers having positive attitudes towards testing.

Boyd (1975) suggests that teachers feelings towards testing may be as important as training in testing techniques.

In summary, it seems that of the test types presented to teachers, they most frequently use their own tests and do not in general, use standardized tests. On the other hand, one cannot ignore the idea that while certain tests such as diagnostic tests may be used rarely, they could figure significantly in the teacher's appraisal of a student. In addition, no consideration has so far been given to the meaning of testing in different schools. The same testing program could have different meanings for staff in different schools. To explore such meanings it might be useful, in future, to carry out ethnographic studies within schools.

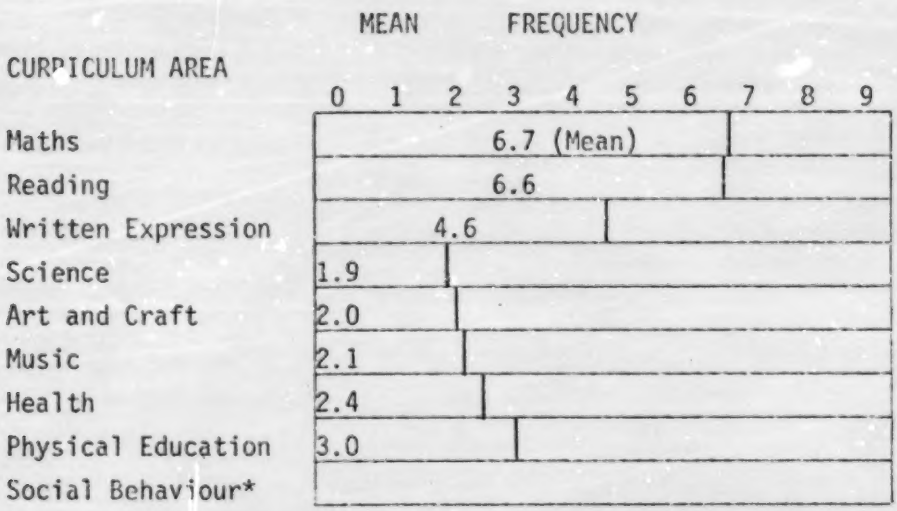
ASSESSMENT IN SUBJECT AREAS

This section looks at the frequency of testing in each subject area of the curriculum. It was thought reasonable to approach testing on a subject basis because primary level curriculum in Victoria generally is structured in this way (Holloway, 1980). Interviews with teachers early in the study confirmed this approach was meaningful in their schools. Even though subject divisions were regarded as the main structural component of the curriculum, another area which crossed subject boundaries emerged as an interest for teachers. Many teachers in the interviews said they felt some responsibility for the social development and social behaviour of students. It was decided to include this aspect with more traditional curriculum areas in the questionnaire. Emphasis on social development in the lower school suggested deletion of the subject Social Studies. When the data was analysed, it became evident that teachers regarded the area of Social Behaviour ambiguously. In future, a special section should be set aside in any questionnaire to specifically focus on the assessment of student social behaviour. Social

Studies should be included in the section with other subjects. Because of its ambiguity as a topic, Social Behaviour was deleted from further analysis.

The frequency of assessment in each subject area is shown in Table 2 . The mean frequency is shown as a bar on the nine point scales for comparison purposes.

Table 2. The Mean Frequency of Assessment in Primary Curriculum Areas



*(Because of ambiguity this area was deleted.)

Frequency of assessment was highest in Mathematics followed by Reading and Written Expression. The lowest mean frequency was for assessment in Science. This result was unexpected and could arise if there is little emphasis on teaching Science in Victorian primary schools. On the other hand, it is likely that teachers regard subjects in different ways. For example, they might accept traditional testing strategies in Maths but reject them in Art. This should not mean, however, that assessment is irrelevant to Art. One might question whether curriculum experts and Method Lecturers are doing enough to provide teachers with sets of assessment techniques appropriate to specific subject areas?

ASSESSMENT BY GRADE LEVEL

The next step in looking at frequency of assessment in subject areas was to examine variation from grade level to grade level. Chi square tests were carried out to examine the relationship between Grade level and frequency of assessment in subject areas. To meet the requirements of the Chi square tests in regard to minimum expected in each cell the grade levels were collapsed into Prep plus Year 1 and 2. This matched what is called the infant section or lower primary school. Years 3 and four were collapsed to make the middle school. Years 5 and 6 were collapsed to make the upper primary school. These usages are common in Victorian primary schools.

When the data was examined by grade level there were significant differences between the grades in the areas of Reading, Written Expression, Science, Art and Craft as well as Physical Education. Results are shown in Table 3.

Table 3 Significant Relationships between Grade Level and Frequency of Assessment in Primary School Curriculum Areas

SUBJECT	PROBABILITY LEVEL	COMMENTS ON TESTING FREQUENCY
Maths	N.S.	
Reading	$p < .001$	Declines in middle and upper
Written Expression	$.05 < p < .10$	Increases over grade levels
Science	$.05 < p < .10$	Almost absent in lower grades
Art and Craft	$p < .05$	Higher in lower grades
Music	N.S.	
Health	N.S.	
P.E.	$.05 < p < .10$	Higher in lower grades
Social Behaviour*		

(*Excluded from analysis because of ambiguity)

Assessment in Reading presents an interesting picture being quite frequent in the lower school and falling away to a low point in the upper school. If this is so there seems to be a lack of formative assessment in the upper grades where assessment of higher level skills in reading would be appropriate.

In assessing written expression the significant differences between grades was brought about by the increasing frequency in the upper grades.

Assessment in science was almost non-existent in the lower grades and there was only a small increase in the middle and upper grades reported. This relates to the previous comment about science teaching in schools.

Assessment was significantly more frequent in the lower grades in the areas of Art and Physical Education.

When assessment in subject areas is looked at over the grades in this way, the major generalization which emerges is that different patterns of assessment exist at different levels in certain subjects. Consideration should be given to this point in measurement courses for teachers. One development could be the introduction of segments dealing specifically with assessment in the lower grades.

TRAINING IN MEASUREMENT AND ASSESSMENT IN EACH SUBJECT

The next step in the analysis was to focus on assessment in each subject area according to whether the respondents had studied measurement. Chi square tests were carried out comparing these two dimensions. No sigificant differences were found. The major concern with this result is not the retention of the null hypothesis but whether survey techniques can penetrate the reality behind socially acceptable responses. In retrospect it is a massive simplification to treat training in measurement as a dichotomous variable. Future studies pursuing this aspect could look at the quality of the course, recency, teacher's performance in the course and so on.

INSPECTION FOR FACTOR STRUCTURE

The last piece of analysis for this report was the factor analysis of responses dealing with the frequency of assessment in curriculum areas. It was hoped to identify factors which would offer a simplifying structure underlying the reported differences in assessment practices. The varimax version of S.P.S.S. was used. After orthogonal rotation, two distinct and independent factors were identified.

Taking a factor loading of .03 as significant it appears that responses on the frequency of assessing in Art , Music, Health, Physical Education and Social Development loaded significantly and only on the first factor extracted. The first factor accounted for 72% of the total variance and had on Eigenvalue of 2.82. Responses on frequency of testing in Maths, Reading, Written Expression and Science loaded significantly and only on the second factor.

While remaining cautious about this tentative structure, there remains a suggestion that teachers responded to questions about frequency of testing in two distinct ways. These different approaches are associated with the two clearly drawn clusters of subjects mentioned above.

Substantiation of this distinction in further studies could have direct implications for the organization of training courses for teachers. Measurement courses which take a generalized approach across school subject areas might be better replaced by ones that treat these two clusters of curriculum areas separately. It could mean that test types or examples, taken from one subject area may not be relevant to the measurement issues involved in other areas. In other words it may be unproductive, in a measurement course to generalize across the primary school curriculum. It is possible the development of positive teacher attitudes towards assessment in Maths may be different to what is required in Health, Music, Art and Physical

Education. In future studies it might be useful to replace the idea of a teacher's attitude towards testing as used by Goslin (1967) with the idea that teachers have attitudes to different aspects of assessment.

SUMMARY

This paper discussed results from certain sections of a broader survey. This collected information about teachers' assessment practices in a small sample of Victorian primary schools. The first part of the report dealt with some of the influences which made the area of assessment one of public debate.

The first aspect of the analysis examined the frequency with which different test types were used. It was found that teachers tended to have a fairly low involvement with standardized tests and relied predominantly on observation and teacher made tests. This matches the conclusions reached in studies elsewhere.

The frequency of testing within areas of the primary school curriculum was then investigated. It emerged that there was marked variation in the way teachers viewed assessment in different subjects. In association with this second phase of the investigation, a factor analysis of the data was attempted. A clear though tentative two factor structure was identified. This suggests that when teachers consider frequency of testing in subject areas they treat Maths, Reading, Written Expression and Science in a similar way. Other subject areas are approached as a group in a different manner. Such a finding throws into question any measurement course which takes a generalist approach to the primary school curriculum.

The next step was to look at assessment in subject areas and see if there were any differences between grade levels. The major finding here was the marked difference in the way

certain subjects were assessed as children moved through the grades. The decline in assessment of reading after children left the lower grades may be of concern to a wide range of people. The differences in grade level practices suggest that measurement courses should include the idea that techniques appropriate in the upper primary grades may not be appropriate in the lower grades. This suggestion would apply in a stronger way when measurement courses, pitched at the secondary school level are taken by teachers of the lower primary grades.

CONCLUSIONS AND RECOMMENDATIONS

This study has been exploratory in its approach to the area of primary teachers' assessment practices. It found assessment practices were not uniform across grade levels or across curriculum areas. Instead there appears to be differentiation in the ways teachers approach assessment.

On the basis of these preliminary findings it seems appropriate to recommend a number of directions which might be followed by lectures in Educational Measurement. The first is to examine the assumptions made in their courses about teachers practices and attitudes. There should be some check whether these assumptions match the reality in schools. The second is to consult with subject method lecturers within their own institutes. The purpose of these consultations is to broaden the range of people influencing trainee development in assessment strategies. This broad range of people allows the possibility of treating from different perspectives the assessment of primary school students.

Finally the study suggests directions for further research by larger scale surveys and case study methods.

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PERSONAL INFORMATION

Official Use only

1. Have you been trained as a teacher? *Tick one box*

Yes	1
No	2

1.

2. Where did you receive your initial teacher training?

Victorian Primary Teachers' College. *Tick one box*

1. Burwood	1
2. Coburg	2
3. Frankston	3
4. Institute of Catholic Education	4
5. I.E.C.D.	5
6. Melbourne	6
7. Toorak	7
8. Other Specify.....	8

2.

3. Your last year of initial teacher training course was?

Complete

1 9

3.

4. What is your current level of teacher training?

Tick one box

One-year trained	1
Two-year trained	2
Three-year trained	3
Four-year trained	4

4.

Office Use Only

5. Your age in years:

Tick one box

		Office Use Only
18 - 23	1	5.
24 - 29	2	
30 - 35	3	
36 - 41	4	
42 - 47	5	
48 - 53	6	
54 - 59	7	
60 over	8	

6. Sex:

Tick one box

		Office Use Only
1. Female	1	6.
2. Male	2	

7. Which of the following describes your present position?

Tick one box

		Office Use Only
1. Senior Teacher	1	7.
2. Assistant with Responsibility	2	
3. Assistant Teacher	3	
4. Other. Specify.....	4	
.....		

8. In which type of school do you teach?

Tick one box

		Office Use Only
1. State	1	8.
2. Catholic	2	
3. Registered	3	

9. What grade are you currently teaching?

Tick one box

		Office Use Only
1. Prep.	1	9.
2. Grade 1	2	
3. Grade 2	3	
4. Grade 3	4	
5. Grade 4	5	
6. Grade 5	6	
7. Grade 6	7	
8. Others. Specify.....	8	
.....		

Office Use only

10. How long have you been teaching at this grade level? — 10.

Tick one box

1. 1 year or less	1
2. 2 years	2
3. 3 years	3
4. 4 years	4
5. 5 years and over	5

11. Have you done a course in Education Measurement? — 11.

Tick one box

1. Yes	1
2. No	2

12. If yes to Question 11, with what institution? — 12.

Tick one box

1. Department Subjects after initial training	1
2. Initial Training Course	2
3. Others. Specify.....	3
.....	

13. Length of course taken in measurement or evaluation Studies — 13.

Number of hours per week. *Tick one box*

1 hour per week	1
2 hours per week	2
3 hours per week	3
More than 3 hours per week	4

14. Length of course taken was for: — 14.

Tick one box

1 full year	1
1/2 year	2
1/3 year	3
Other	4

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15. Show below how frequently you use each assessment procedure.

(Tick one square on each line to show how it applies to you.)

15.

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Very Freq.	
1. Screening Tests*						1.
2. Check Lists						2.
3. Non structured Observation						3.
4. Teacher Made Written Tests						4.
5. Oral Tests						5.
6. Diagnostic Tests*						6.
7. Standardized Achievement Tests*						7.
8. Other (Please list)						8.

_____
_____
_____

*Usually these tests are purchased from agencies outside the school.

.A screening test is used to find out a student level of ability in order to place them at an appropriate level.

.A diagnostic test is used to find out where a student is weak in a particular skill area such as mathematics.

.Standardized tests are professionally developed tests used to compare the performance of individual children with the performance of similar children across the State.

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16. Who or what has influenced your assessment techniques when teaching this grade level?

Rank the importance of influence of each of these things by circling the appropriate number.

0 for no influence

5 for highly influential

	No influence					Highly influential	
Principal	0	1	2	3	4	5	1
College Lecturer	0	1	2	3	4	5	2
Coordinator	0	1	2	3	4	5	3
Another Teacher	0	1	2	3	4	5	4
School Policy	0	1	2	3	4	5	5
District Inspector	0	1	2	3	4	5	6
Text Books	0	1	2	3	4	5	7

16.

17. How often do you assess in each of the following subject areas?
(Circle one number on each line)

	Not at all ↑									Frequently ↑	
Maths	0	1	2	3	4	5	6	7	8	9	1
Reading	0	1	2	3	4	5	6	7	8	9	2
Written Expression	0	1	2	3	4	5	6	7	8	9	3
Science	0	1	2	3	4	5	6	7	8	9	4
Art & Craft	0	1	2	3	4	5	6	7	8	9	5
Music	0	1	2	3	4	5	6	7	8	9	6
Health	0	1	2	3	4	5	6	7	8	9	7
P.E.	0	1	2	3	4	5	6	7	8	9	8
Social Behaviour	0	1	2	3	4	5	6	7	8	9	9

17.

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18. Does your school have a formal* program of testing for each grade?

Tick one box

Yes
No

*formal can mean "planned" "printed" or "one that all teachers know about"

18.

19. To what extend do you believe a school should have a formal program of testing for each grade.

I am strongly against it ... I am strongly in favour of it

0 1 2 3 4 5 6 7 8 9

19.

FOLLOWING ARE SOME QUESTIONS ON THE USES TEACHERS MAKE OF TEST RESULTS. CIRCLE ONE NUMBER ON EACH LINE AS IT APPLIES TO YOU.

20. After testing I record the results and do nothing with them.

This is not applicable to me ... This is highly applicable to me

0 1 2 3 4 5 6

20.

21. I use the results in a detailed way to individualize instruction.

This is not applicable to me ... This is highly applicable to me

0 1 2 3 4 5 6

21.

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22. I test only for administrative purposes to complete required forms and records. | 22.

This is not applicable to me — This is highly applicable to me

0 1 2 3 4 5 6

23. I assess for my own purposes. | 23.

This is not applicable to me — This is highly applicable to me

0 1 2 3 4 5 6

24. I assess to communicate information to parents. | 24.

This is not applicable to me — This is highly applicable to me

0 1 2 3 4 6 6

25. I assess to communicate information to the principal and other administrators. | 25.

This is not applicable to me — This is highly applicable to me

0 1 2 3 4 5 6

RESTRICTIONS

The following statements represent restrictions that teachers face in their assessment programs.

Please circle the appropriate number that you believe is applicable to you.

1. Strongly Agree 2. Agree 3. Neutral
4. Disagree 5. Strongly Disagree

STATEMENTS

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26.	1.	Lack of time restricts your assessment program.	1 2 3 4 5	26.
27.	2.	The demands of other subjects which involve little assessment restrict my testing program.	1 2 3 4 5	27.
28.	3.	Extra-curriculum activities impose a restriction on my assessment.	1 2 3 4 5	28.
29.	4.	The school administrators restrict my assessment.	1 2 3 4 5	29.
30.	5.	My assessment is restricted by the attitudes of other staff members.	1 2 3 4 5	30.
31.	6.	There is pressure to conform to other teacher assessment procedures.	1 2 3 4 5	31.
32.	7.	Your assessment is restricted because you don't want to be seen as a 'pace setter' by other teachers.	1 2 3 4 5	32.
33.	8.	That your assessment is restricted by your insufficient background in evaluation techniques.	1 2 3 4 5	33.
34.	9.	That your personal attitudes restrict your assessment of students.	1 2 3 4 5	34.
35.	10.	That your school administrative duties restrict your assessment program.	1 2 3 4 5	35.
36.	11.	I have a positive attitude towards measurement and evaluation.	1 2 3 4 5	36.

37. How do you feel you can best be helped in your assessment program? Show below. 37.